

School Annual Education Report (AER) Cover Letter

2/10/2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for University Preparatory Academy Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Jamila Whitaker for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,11769,1616,119, or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Our dedicated staff remains unwavering in our commitment to ensuring every student reaches success. M-STEP proficiency scores in Math and ELA highlight the need for continued support, particularly for students with disabilities. In response, we have refined key elements of our Multi-Tiered System of Support (MTSS) plan, enhancing our approach to using academic data to identify students who would benefit most from targeted interventions within the core curriculum. Additionally, we have intensified support measures and implemented stricter adherence protocols to ensure the plan's effectiveness.

To address Tier 1 and Tier 2 student needs in Math and ELA, we utilize standards aligned curriculums, alongside classroom interventions such as scaffolded learning and differentiated activities. Teachers collaborate closely with instructional coaches

to analyze student performance data and apply adaptive teaching strategies to address unfinished learning.

Additional supports include additional focus on targeted math and ELA skills, supplemental reading and math courses led by specialists and after-school tutoring. Tier 3 students receive these supports along with Evidence-Based Literacy Interventions.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- As a public school academy, we follow a structured and transparent process for enrolling students in our schools to ensure fairness and consistency. Our policy is that new students are assigned to our schools by the Student Admissions team. The process prioritizes siblings of currently enrolled students, children of district employees, and students applying from non-U Prep partner schools. However, this priority is only available if those students apply during our open enrollment period, which concludes with the lottery held on the first Friday in May. After the open enrollment period, all students are admitted on a first-come, first-served basis, ensuring opportunities remain accessible for families throughout the year.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- In writing, math and reading, teachers collaborate through structured and intentional meetings to analyze data deeply and design scaffolded lessons that support student mastery. Our staff systematically evaluates student performance using grade-level exit tickets, unit assessments, benchmark assessments in reading, and district interim assessments. Teachers independently and collaboratively analyze data to identify areas where students have not yet mastered standards at both the grade level and individual class level. This data-driven approach allows for targeted instructional adjustments to improve student outcomes. For students requiring additional support in math and reading, supplemental instruction is provided during the school day and through an after-school tutoring program. Our instructional staff works closely with teachers to implement a combination of teacher-centered and student-centered strategies, enhancing instructional effectiveness and student engagement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- Does not apply

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

- The core curriculum of our school is fully aligned with the Michigan Department of Education’s Academic Standards. The curriculum is implemented from a standards-based perspective, meaning that teachers analyze grade-level standards to determine the level at which students need to demonstrate mastery of content. Teachers work individually and as collaborative teams to plan daily instruction and units. The student-centered teaching method of project-based learning is also utilized in the teaching of academic standards, to support the learning of concepts through real-world problem solving. School administrators and instructional coaches assist teacher teams in internalizing and adapting curriculum to meet the needs of all students. Consistent, collaborative analysis of student data informs next instructional steps and enables close monitoring of the impact of our instructional program and practices on student achievement. Electronic copies of our curriculum are available by contacting the main office. Arrangements for printed copies can be made at the school’s main office.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

MSTEP Proficiency Results (%)			
Content	Grade	2022-2023	2023-2024
ELA	6th	11.1	15.6
	7th	20.0	20.8
Math	6th	≤5%	≤5%
	7th	≤5%	≤5%

PSAT Proficiency (%)			
Content	Grade	2022-2023	2023-2024
ELA	8th	43.2	35.8
Math	8th	10.2	5.1

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Students Represented by Parents at Parent-Teacher Conferences		
	2022-2023	2023-2024
Number of Students Represented	359	295
Percent of Students Presented	83%	78%

A defining characteristic of our school community is our steadfast commitment to continuous improvement and academic excellence. Through the collective efforts of students, staff, parents, and educational partners, we seek to foster a strong culture of teaching and learning that values rigorous, intellectually engaging academic experiences. Our goals are ambitious, and we are dedicated to growing and succeeding together in pursuit of them.

Sincerely,

Jamila Whitaker
Principal